

STATE GOAL 1: Read with understanding and fluency.

Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

A. Apply word analysis and vocabulary skills to comprehend selections.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.A.1a Apply word analysis skills (e.g., phonics, word patterns) to recognize new words.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	1.A.3b Analyze the meaning of words and phrases in their context.	1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

B. Apply reading strategies to improve understanding and fluency.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.	1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	1.B.5a Relate reading to prior knowledge and experience and make connections to related information.
1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.	1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.	1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , clarify terminology, seek additional information).	1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	1.B.4c Read age-appropriate material with fluency and accuracy.	1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.
1.B.1d Read age-appropriate material aloud with fluency and accuracy.	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	1.B.3d Read age-appropriate material with fluency and accuracy.		1.B.5d Read age-appropriate material with fluency and accuracy.

C. Comprehend a broad range of reading materials.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
1.C.1a Use information to form questions and verify predictions.	1.C.2a Use information to form and refine questions and predictions.	1.C.3a Use information to form, explain and support questions and predictions.	1.C.4a Use questions and predictions to guide reading.	1.C.5a Use questions and predictions to guide reading across complex materials.
1.C.1b Identify important themes and topics.	1.C.2b Make and support inferences and form interpretations about main themes and topics.	1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.	1.C.4b Explain and justify an interpretation of a text.	1.C.5b Analyze and defend an interpretation of text.
1.C.1c Make comparisons across reading selections.	1.C.2c Compare and contrast the content and organization of selections.	1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	1.C.5c Critically evaluate information from multiple sources.
1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).	1.C.2d Summarize and make generalizations from content and relate to purpose of material.	1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).	1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).	1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flash-backs, color, strong verbs, language that inspires).	1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
1.C.1f Use information presented in simple tables, maps and charts to form an interpretation.	1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.	1.C.3f Interpret tables that display textual information and data in visual formats.	1.C.4f Interpret tables, graphs and maps in conjunction with related text.	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.